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ABSTRACT

Concise English Poetry Appreciation and Recitation is an elective course for third year students at Taiwan's Wenzao Ursuline College of Languages. In order to motivate students who are beginners in literature but intermediate learners in English, the teacher presents a variety of poems using multimedia formats, including video, audio books, CD-ROMs, CDs, slides, and a teacher-made Web site, ALELA: Poetry. Multiple intelligences are integrated into this process. Teachers and students use multimedia materials in many ways to teach and learn poetry. The teacher keeps a record of teaching, student work, and poetry resources on the Internet. Students are encouraged to explore various links and choose their favorite poems. They also communicate with other readers via an online discussion board. Data from student feedback indicate that students are positive about the new experience, and they enjoy the ability to explore using multimedia materials, to hear what people read, and to work online. However, students also indicate that they would like more instruction and more time for each task, and they note that some of the process is too slow and too confusing. (Contains 13 references.) (SM)

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Multimedia Integration in English Poetry Teaching

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Abstract

Concise English Poetry Appreciation and Recitation is an elective course for the third-year students in Wenzao Ursuline College of Languages, Kaohsiung, Taiwan. In order to motivate these beginners in literature but intermediate learners in English, a variety of poems are presented in different types of channels, such as video, audio books, CD-Roms, CDs, slides, and the teacher-made website – ALELA: Poetry (Lin, 2000). Multimedia has been applied to English poetry teaching/learning at WTUC. The instructor is able to keep a record of teaching and students' work on the net besides valuable resources in poetry. Learners are encouraged to explore the tremendous links and choose their favorite poems in project work. Learners also communicate with other readers through the on-line discussion board. This workshop focuses on how the presenter makes ALELA: Poetry work in her class. What's more, based on the survey of from-classroom-to-internet learning experience, the presenter will discuss the students' feedback and the impact of such integration.

Introduction

In 1998 the presenter joined teaching the elective course of Concise English Poetry Appreciation and Recitation which started in the year of 1997. Traditionally the course was instructed in English and was presented by the teachers mainly plus the students reading aloud on the stage periodically, class gathering performance, and viewing a poetry-related movie entitled The Dead Poets Society.

In order to make the students experience a variety of literature learning, the presenter has added video clips (PBS Reading Rainbow), music (Mother Goose Jazz Chants), reading aloud tapes (audio books), CD-Roms (The New Kid on the Block, Gale's Poetry Exploration), CDs (Shakespeare's sonnets, The Postman), slides (Students illustration with poems), and individual/group projects (creative similes, haiku, calendar with poems) to the course. After the presenter's homepage (http://teacher.wtuc.edu.tw/antonia) was done, it was then integrated to poetry teaching. Thus both the teacher and the students may record their work, express themselves in the discussion board any time they like, explore poetry learning journey, and present their poetry either in oral or in written forms.

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Such multimedia integration in poetry teaching has opened another door for the learners to the wider world of poetry. Meanwhile, they are able to hear other readers' performance from the other end of the world through the reading aloud links. Since these learners are also taking basic computer course, it is an excellent chance for them to make use of the technology in poetry learning. In this workshop the presenter will show how she makes the teacher-made web site work in her class. What's more, the presenter will discuss the students' feedback and the impact of such integration based on the survey of from-classroom-to-internet learning experience.

Literature Review

Since this course is mainly to arouse learners interest in poetry, learner-centered activities should be seriously considered.

Learners come to the classroom from different backgrounds possessing an array of skills and different talents. Based on the theory of Howard Gardener's multiple intelligences (Nicholson-Nelson,1998), the teacher-made poetry web site was then designed to offer students a voyage of exploration to the process of poetry learning. The following intelligences have been integrated in the course design as well as the web site design: verbal linguistic, logical- mathematical, musical, visual-spatial, bodily-kinesthetic, inter-personal, and intra-personal intelligences.

Students nowadays are crazy about communicating with people on BBS, discussion board, chat room, or guestbook. To combine the interest of using computer and poetry learning is strongly considered. The power of internet is implemented into the process of learning poetry. Davis and Rinvolveri (1988) indicated that people often do things better when having two things to pay attention to. Thus, the cross-curricular concept is highly merged into poetry teaching. In other words, the third-year students at the age of 18 who are taking basic computer course are invited to surf internet in order to reach out for further poetry data to accomplish their assignments. To make it better, computer technology orientation for the learners will not be a critical issue in this process of learning poetry.

Molotsi (2001) stated poetry enhances learners' writing and speaking skills. Both technical and emotional approaches lead learners to the understanding of formal analysis and techniques for writing it as well as the opportunity to express themselves and experience the language.

Introduction to ALELA: Poetry

In this section the presenter will introduce the history and the purposes of ALELA:

Poetry, how multiple intelligences are implemented into the course, expectations of using ALELA: Poetry in the course design, and content of ALELA: Poetry.

History of ALELA: Poetry

Being aware of the importance of information technology and the trend of language teaching in the new era, the presenter has been devoted to learning how to make her personal homepage -- a place where her students can learn language on their own and become autonomous life-long learners.

The purposes of creating a teacher-made web site are as follows: First, the presenter would like to introduce the newest trend in language teaching and learning in poetry to the students. Poetry is everywhere. It can be fun, enjoyable, and full of philosophy. Second, discovery spirit may be developed through multimedia when viewers surf the net. Further data may be obtained and numerous surprises may motivate language learning as well as poetry appreciation. Third, a teaching-learning web site provides viewers a chance to work on their own pace outside the classroom without worrying about the time strain. What's more, poetry promotes development of language skills. Finally, the presenter would like to share with others what has been done in terms of learning, teaching, and research. Hopefully further insights may be gained through communication with colleagues or viewers from different places of the world.

After getting the promise of one of her students who is good at making a homepage via FRONTPAGE, the presenter started planning the draft of the site. Having the student sit at the table and demonstrate the steps of making the homepage, the presenter showed the draft and made any possible notes in order to familiarize the procedure. Thus, the homepage was settled down in February, 2000 and little by little the presenter took the place of the designer and had the student as an adviser. The first homepage done by both of the presenter and the student was open to the public in June, actually the presenter's classes only.

Later in the summer the presenter participated in a homepage workshop for teachers that lasted for one week. A revised web site named "ALELA" was then created by the presenter in the summer of 2000. Under the homepage, ALELA: Poetry is one of the courses the presenter is in charge of teaching at Wenzao Ursuline College of Languages.

Multiple intelligences in ALELA: Poetry

In this section the presenter introduces how Gardener's multiple intelligences are mingled in the process of poetry learning.

1. Verbal linguistic intelligence. Poetry read-aloud that enhances oral fluency plays a great role in the process of learning, such as tong-twister and group reading aloud with actions. Another activity to develop verbal intelligence is the so-called group report for an assigned poem in which students work cooperatively through the stages of planning work, investigating data, organizing information, and giving an oral report in class.
2. Logical-mathematical intelligence. Poetry examples that stimulate learners logical concept are mingled in the selection of poems to be enjoyed, for instance, The Loveliest of Trees and I Was Going to St. Ives. Furthermore, questions like "Who is the speaker?" "What's the occasion?" and "What is the intension of the speaker?" encourage learners to think critically and be an observant reader.
3. Musical intelligence. It is said that poetry is an art of language. It is also regarded as musical verses in that poetry consists of language and rhythms. While singing along with Mother Goose deluxe compact disk or the melody students created, the meaning and the text may be retained within a short time. Having class work in groups to create music to go with the poem develops learners creativity and imagination.
4. Visual-spatial intelligence. Poems like imagery, simile, and metaphor give learners a chance to illustrate certain pictures to go with the text such as There's No Frigate like a Book. Visual resources like video clips, slides, movies, and pictures make poetry learning less threatening. It is proved that pictures shown in the video strengthen the image and the meaning of poetry.
5. Bodily-kinesthetic intelligence. In performing poems either with gestures, sign language, or dancing in public students entertain not only the audience but also reinforce their learning. Role-playing a series of poems related to a topic in a form of drama brings poetry to life. Dramatization does promote learning.
6. Inter-personal intelligence. Learners who work online to express their ideas about a certain topic or create a haiku based on their observation about online poetry learning are able to develop their critical thinking skill in giving and taking critiques as well as become independent, responsive readers.
7. Intra-personal intelligence. While reflecting their reading in their portfolio or finding suitable pictures to match with their favorite poems chapter by chapter, the learners are able to filter the materials and have a conversation with the inner self to come up with a complete task.

Expectations of usig ALELA: Poetry

Poetry is regarded as the most condensed form of language. Poetry encourages

discussion of language use in a controlled format. Expectations of using ALELA: Poetry in the course are stated below.

1. To enrich poetry learning. Appropriate poems that are suitable for the teenaged students are edited. Poetry is introduced through a variety of resources: anthologies and media resources.
2. To involve active participation. Through silent reading, oral reading, reflection writing, and performance in pairs, in groups, and in a unit of class learners experience different stages of poetry learning, value the essence of cooperative learning, respect the value of individual differences, and develop a sense of community.
3. To reduce poetry phobia. Poetry is what you make of it: listen to your heart and write what you feel about what you read. Everyone can be a poet as long as they can master the language and open their heart to feel and to share their thoughts.
4. To give and to take. Be open-minded in reading peers' reflection and appreciate peers' creative writing. Experience the process of giving and getting critiques.
5. To develop multiple intelligences. Learners who possess a variety of abilities should be well taken care of in learning through experiencing aspects of learning tracks.
6. To learn for examinations and for exploration. Academic needs should be fulfilled and the channels of exploration should be provided.
7. To become independent, enthusiastic, and responsive life-long readers. Having the site on the net enables learners to work on their own to expand their interest in poetry and the language skills as well.

Content of ALELA: Poetry

Making a homepage is just like building a house. The appearance, the style, the interior design, and the title should be appropriately considered in order to attract viewers to visit over and over again, and at the same time such design should also reveal the owner's personality. ALELA, Antonia Lin's English Language Area, is chosen because it means the same whether reading it forward or backward. It is a swap shop for teachers and learners to express themselves and enrich their learning and teaching. ALELA: Poetry is one of the branches of ALELA, i.e. the courses that the presenter is teaching at WTUC.

Chapters to be covered in the year are edited and uploaded. The following sections are included a) course description, b) syllabus, c) grading and rules, d) poems to enjoy, e) sharing, f) test yourself, g) discussion, h) homework, i) articles, j) read aloud, k) links, l) other pictures and texts. These parts may be shown from the

computer in the conference.

In the following section the web-based activities and projects will be introduced: "Poems to enjoy", "Discussion board", "Test yourself", and "Sharing".

1. "Poems to enjoy" is the content of the course containing ten chapters plus mother goose and haiku. The chapter is divided by poetic terms: sound and meaning, musical device, what is poetry, reading poetry, simile and metaphor, allusion, imagery, denotation and connotation, personification and apostrophe, and symbol.

2. "Discussion board" is a good device which the presenter applied from the free discussion area. When the class first saw the discussion board, they were excited to express themselves in the lab. However, the discussion board was deleted unknowingly and was unable to get back. This lesson indicated that any discussion content should be copied and saved for reference. It meant that the presenter should keep this in mind.

3. "Test yourself" is an exercise area in which learners can check their comprehension through taking different types of questions, such as true or false, multiple choice, and short answers. These exercises are designed based on the marvelous software offered free by Half Baked Potatoes from UVIC. Students can take the tests over and over again without feeling embarrassed or ashamed.

4. "Sharing" is the area to display both the students' work and the teacher's work. Seeing their own works posted on internet may create ownership and the sense of achievement. In addition, the students have an opportunity to hear or read their peer's works. Sharing is an area to keep the records, demonstrate samples, and also display poems in reading and writing.

How to make ALELA: Poetry work in the class

Since the course takes place in the regular classroom, it is hard to have the class work in the computer lab regularly. The following steps show how the presenter makes ALELA: Poetry work in the class.

1. Collect data and give appropriate titles for learners to explore page by page. Data can be displayed in forms of text, sound, power point, pictures, and interactive exercise.

2. Test the web site from time to time. It is important to check if every detail is in good condition so that the learners won't get stuck and waste time while surfing the site.

3. Make an outline of the web-based projects for the year of teaching/learning poetry. Good planning helps the lesson move smoothly and saves time. Arrange the dates of using the computer room and make a reservation for the whole semester. It is

necessary for the instructor to apply for the computer room for the elective course beforehand.

4. Give alternative ways in accessing the teacher's web sites. It is so important that a spare web site is needed to work as a back-up device in case the server won't function appropriately. Thus, the instructor has made another online course through the Blackboard.com to act as a spared tool.

5. Keep contacting with learners via e-mail or face-to-face problem shooting. Learners need to be helped whenever they get stuck online. Thus, the instructor's e-mail address and office telephone number are given in case they are in need of help.

6. Online poetry class experience. Having the class work online for the class hours gives the learners an opportunity to experience what an online class looks like as well as what they can do through the device of internet. Meanwhile, the instructor is able to observe what problems students may encounter and what feedback they may give; therefore, further adaptation may be made.

7. Design web-based activities. In order to make the learners become responsive and active participants, the instructor has to design learning activities based on web surfing, for instance, make a personal portfolio and search the missing words from poetry web site.

8. Test and exploration. Using quizzes from ALELA: Poetry, learners are able to prepare for the examination or to check their comprehension about the poetic terms and the poems they have learned. This allows them to do the quizzes over and over again. While doing the assessment in the spared site, Blackboard, learners are limited to work on each test once and see their results immediately. ALELA: Poetry not only prepares learners for the academic learning but also supplies poetry-related links for the students to reach out at their convenience and then share with the class about their discovery.

Feedback of online poetry learning survey

In the first semester a linked discussion board was hooked up to ALELA: Poetry. Students had a two-hour class in the computer room in which they experienced what was covered in the teacher-made web site. They listened to the reading sound files made by the previous learners. They left messages in the discussion area indicating their feelings and even created haiku describing such exploration. The positive feedback should have been saved before the link was damaged.

In the second semester, the amazing free online course tool, Blackboard, was used as an extra site for learners to surf in addition to ALELA: Poetry. It was announced that a discussion board was available for the learners. Here are the

comments written from the students in different topics given by the teacher.

A) Now you have experienced ALELA: Poetry and Blackboard WTUC3EP: English Poetry. Please share with us your opinions after surfing on them.

"I think this is cool! It's a lot different from the one last semester, more information, more links and students can actually participate on this website...I can't wait to send my first assignment and explore all the goodies here! PS: This is one of these IT stuff in the States, right?...I see that distant teaching is becoming part of our lives...welcome to the e-century! (Sarah)"

B) Which verse touches you so much that you'd like to share with us? Please indicate the line and also express yourself. (With a 5-sentence message)

"My old man died in a fine big house. My ma died in a shack." This verse touches me so much! I think people are the same whether you're white or black .It doesn't make any scenes that black people have to die ashamed in a small, rough hut or go to the hell after they die. We have to learn to respect other races and their different cultures. Throw away the racism, and try to admit other people in the world. (Joyce Her)

"My old man died in a fine big house, and my mom died in a shack" impressed me most. I think that people can't judge one person by its skin color. It doesn't make any differences that a person is black, yellow, or white. It's very ridiculous to say that the white will go to heaven and the black will go to hell.(where should the yellow people go?) Nowadays, throwing away the racism problem will be a very important global subject to all humans (Sharon)

C) If you were given a chance to take the course again, would you choose the traditional class course or online course without going to the classroom every week?

"I think it's hard work to make myself get online to study by myself. I'm sorry to say this, but it's a truth. The raisons are several, for instance, the speed of my own computer is too slow, this is the only course that works in this new way and I haven't got to fit with it. Sometimes I am too lazy or too busy and can't get online regularly. Yet here is really a good place, and I also appreciate your work, really, I promise. It's a very hard job.....Thank you for teaching hard and being kind to every student, but sorry for that I didn't work hard..... sorry. (Beatrice)

D) Reflect on William Blake's Auguries of Innocence

"Everybody likes peace, and just like doves and pigeons. Sometimes we don't know how to love each other. All the people like freedom .No one likes to be locked in a cage. Sometimes we may say it's ok, but in fact it's a very bad live" (Josefina)

"The view of this poem seemed to be so different. There's a heaven and a hell. The writer imagined a place which was so beautiful as the heaven, and he really want to go there. But in fact, he could get out of the place which he was in.(the hell) I think

he really wanted to be FREE! (Joyce)

E) Inviting students to write their own poem in the discussion area in the week before the final oral test.

The Poetry Class

Every Tuesday we would gather
In a room where we'd share poems together.
Shakespeare, Byron and Ovid,
Were all of them the Greatest ever lived.
I danced in the lines,
The feelings were in my spines.
I imagined the scene in my head
I pretended I was the poet,
And what would I have said?
"Oh, you fellows are not yet
old enough to understand."

"But Sir, I enjoy reading poems
That has nothing to do with the age
Or where in the Stairs of Life I stand." *(Sarah)*

An online survey was made under Blackboard instead of ALELA: Poetry, and it was scheduled to be done in the last week of the semester. The reason of using the Blackboard survey is that Blackboard has the function of data analysis right after doing the survey. In order to make students complete the online survey, they need to register at Blackboard.com first. We experienced the slow connection when the two classes were invited to the computer room respectively before the midterm examination for introduction of the Blackboard poetry site. At that moment students were told to experience the interactive quiz to check their comprehension to prepare for the midterm examination and appreciate what other poetry links that the teacher added to ALELA: Poetry. If possible, they could also try to access Blackboard. Then they were invited to reflect such an activity and saved their writing on their discs which were then collected by the instructor.

In the last week lesson, although the online survey was scheduled to be done, the same problem occurred, i.e. the afternoon rush hour on the net. In this case, an alternative was made. Students were paired to do an online quiz on poetic terms via the test analyzer device in the lab. As to the survey, students were encouraged to complete this task after class. However, the results were unsatisfactory in that the students were busy in final exam and they did not have extra time to do the teacher's

survey in addition to the required course survey in paper and pen.

As a result the feedback of online poetry learning survey will not be available in this presentation. What can be shown here are the students' opinions about ALELA: Poetry which they did before the midterm examination.

Positive opinions: to have a new experience, to have the exciting exploration, to get new sources, to hear what people read, to reach out for more information, to review for the midterm exam, to have a comfortable place to surf, to feel grateful for the teacher's work, to treasure the chance of learning online, and hope to have another chance and a longer period of time to do so.

Negative opinions: ask for more instruction, ask for more time for each task, too slow (linking to BLACKBOARD), too confusing, not knowing exactly what to do.

Impact of multimedia integration in poetry teaching

Having using ALELA: Poetry as a supplementary learning/teaching tool for one year, the presenter has come up with the following findings:

1. A fixed computer lab should be provided. The facility should be equipped with fast speed and sufficient computers for the class over 55. The time of the class should be rescheduled, i.e. having the class in the morning might be more appropriate than in the afternoon.

2. Without a fixed textbook, students are able to make their own poetry book based on searching their favorite poems online or explore similar topics to have comparison. Course design does not have to be done by the teacher alone. The displayed works created by the students make the students become course planning partners.

3. Online poetry data offers a variety of poetry read-aloud, poets autobiography with portraits, and poem writing samples. Both teachers and learners have a chance to read and share with people from all over the world. Computer is not for chatting or game. The more valuable element is to reach out for educational purposes.

4. Students benefit language development and computer skill through such integration. While operating the computer, they not only think about the maximum usage of the technology but also organize the data they are reading and express themselves with the language they are learning. Multiple intelligences have been integrated in the design and students with different abilities have experienced the joy of poetry learning.

5. Online Orientation is needed. Even though the learners are taking a basic computer course, they have seldom experienced such an educational surfing. Thus a written operation and tasks to be done should be made as a handout so that they can

follow the instructions step by step.

Conclusion

In the presentation the teacher-made poetry learning/teaching website was presented including the history, the purposes, the expectations, the content, and how to make it work in the course of English Poetry Appreciation and Recitation. Even though the scheduled online poetry learning survey was unavailable, the problem encountered by the instructor and the learners was an important element to be considered in future course design. The results of the substituted task also provided valuable insights for the instructor when doing the same project again next year. The impact of implementing multimedia to poetry learning/teaching reveals the massive material banks and enjoyable activities for both learners and teachers to get close to. The last but not the least is that poetry learning is not so stressful. In fact, it is fun to enjoy poetry through numerous resources.

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